

Design Your Own Interest Card Sort

Theme and Level

Theme: Know Myself

Level: Getting Started, Looking Deeper

At a Glance

Students create sortable cards to represent interests, hobbies and leisure activities that they enjoy, then identify and discuss how each of these fulfills specific needs or develops specific skills.

Time: 100 minutes (across two days).

Essential Questions

- What are my interests and how do these interests relate to who I am becoming?

Preparation

- Reserve computer lab with overhead projector enabled
- Ensure classroom has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Print *My Interests Worksheet*, one per student
- Photocopy the interest card sorts created by students in session one before the second session
- Gather poster board, felt pens, scissors, and magazines, graphics or drawings if desired
- *Optional:* Make a sample interest card or project a sample card on PowerPoint slide

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students the goal of this lesson, which is to make a card game based on interests to help them explore their career interests.
2. Show PPT Slides 2-6. Discuss the terms interests, hobbies, leisure activities, and skills. Ask students how these terms relate to one another. (See the PowerPoint presentation for definitions.)
3. Compile a list of interests from the class and record them on the board. Aim for 50 to 60 interests.
4. Explain to the class that they are to create an interest card sort. Demonstrate sample cards from previous years.
5. Tell them that each student will make one or two cards illustrating an interest area; for example, a picture of a racquet for the interest area of racquet sports including tennis, racquet ball, badminton.
6. Discuss with the class the format you would like them to use words, drawings, graphics, magazine clippings, or a combination of these.
7. Tell students that they will use the interest card sort created by their cards as a way to conduct an informal career assessment. (You could use their cards with future classes as well.) Students will sort the cards according to how much the topic interests them.
8. Assign two or more items from the interest list to each student, and ask one student to create three sorting category cards ("Yes", "No", "Maybe" or similar wording). Distribute blank cards for students to use.
9. Collect the cards and photocopy enough sets for students to use individually or in groups.
10. Remember to keep some blank cards available for students who make errors or otherwise need extra cards.

Day 2

1. Give each student or group a copy of the interest card sort to use and a pair of scissors to cut out the cards. Explain that they will sort the cards into three piles ("Yes", "No", "Maybe") on the basis of whether they like to do the activity on the card or not, and if it interests them. They should aim to have at least 10 cards in their "Yes" pile. (Instruct students who have an interest that is not covered by the cards to write it on a blank card and add it to the "Yes" pile.)
2. Ask students to review their sort and move some cards if necessary. The "Yes" pile should then be prioritized according to their favorites and recorded as a list on the *My Interests Worksheet*, to be handed out later. Students will do the same for "Maybe" and note the top three.
3. Discuss why people choose certain activities (for example, family activity, learned at a camp), which needs these interest areas fulfill for the students (for example, creative expression, fitness, relaxation, challenge, meeting new people) and the benefits or skills gained by participating in interest areas (for example, new friendships, keyboarding skills).
4. Show PPT Slide 8. Distribute the *My Interests Worksheet* and ask students to complete it.
5. Divide the class into small groups and ask them to discuss the results of their worksheets: the skills they gained, the needs that the activity identified, and why they choose specific interests.
6. Encourage students to explore CIS Occupations to identify occupations that use these interests and skills.

Variations and Accommodations

- Create a picture-and-word interest card sort. Laminate some sets for students to take to an elementary class and work with students there on a one-to-one basis, explaining how to sort and assisting the students in recording their responses.
- Laminate several sets of the interest card sort for use with other groups or classes in the school. Students can explain their use to another teacher and other students.
- Students who have completed the *My Interests Worksheet* can work in pairs or small groups using CIS to find examples of the skills developed from the list of hobbies and leisure activities and ways they could be used in the workplace.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member.

Assessment

Use the *Design Your Own Interest Card Sort Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

Materials

Computer lab with overhead projector and CIS access

[Design Your Own Interest Card Sort \(PPTX\)](#)

[My Interests Worksheet \(PDF\)](#)

[My Interests Worksheet \(DOCX\)](#)

[Design Your Own Interest Card Sort Scoring Guide \(PDF\)](#)

[Design Your Own Interest Card Sort Scoring Guide \(DOCX\)](#)

Poster board cut into 60-70 playing card size pieces (number will vary with class size)

Felt pens

Scissors

Optional: Magazines, graphics or drawings

Optional: Sample interest card

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text
- English Language Arts Career Anchor: Writing

National Career Development Guidelines

- GOAL PS1 Develop understanding of yourself to build and maintain a positive self-concept.
- GOAL CM2 Use a process of decision-making as one component of career development.

American School Counselor Association

- Career Development, Personal/Social Development

Bloom's Taxonomy: Creating, Evaluating, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams